

THE FREQUENCY OF ENGLISH LANGUAGE TEACHERS USING SOME INTERNET APPLICATIONS IN TEACHING READING COMPREHENSION SKILLS

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Abstract

Teaching reading comprehension in Saudi Arabia had the attention of researchers and linguists. It is obvious that reading as a receptive skill is essential to allow learners produce proper language, this encouraged researchers to start investigating this area. In addition, the advent of computer and internet has positively affected education and teaching. Therefore, this study will examine the frequency of English language teachers using some Internet applications in teaching reading comprehension skills in the city of Tabuk. The population of the study involves 32 teachers from the intermediate grade at the city of Tabuk during the academic year 1435\1436 AH – 2014/ 2015 AD. In order to answer this research question, researchers design a questionnaire to discover the frequency of English language teachers using some internet applications (Dave's ESL Cafe, ESL Galaxy) in teaching reading comprehension skill. The analysis of data collected by this questionnaire shows the high frequency of using internet applications in teaching reading comprehension among the Saudi English language teachers at the Saudi Intermediate schools in Tabuk. Moreover, Saudi teachers are enthusiastic about using internet applications in teaching reading, as they secure activities and well-designed teaching materials. Finally, the findings of this study proved the relationship between using some Internet applications and the efficiency of teaching reading comprehension.

Keywords: Frequency, applications, internet, reading comprehension, Dave's ESL Café, ESL Galaxy

Introduction

The advent of computer has changed our lives in many ways. One of these major changes is embodied in the excessive use of Internet; it has become one of the necessities of a successful academic life. Not only in our daily life uses, but also in education in general and English language teaching in particular. Thus, using internet has been given greater attention by educators, as it supports improving the educational process. Therefore, the use of the Internet in teaching has become much more common worldwide in comparison with the traditional teaching methods, especially when teachers and students need to keep pace with the cognitive developments provided by technology for more effective ways of teaching and learning. Many research studies have indicated the importance of using the Internet in teaching as Awais claimed that "The Internet (has been proven to be) an effective tool, suitable for educational purpose " (Awais,2012).

As a result, this study investigates the frequency of internet usage among English language teachers. It is obvious that both teachers and students use internet on daily basis. However, the use of internet as a learning resource is a questionable area. In addition, using internet applications is supposed to have an effect on learners' motivation and learning process.

Background

Recently, the Internet has become the underlying infrastructure for a wide variety of applications. Numerous techniques are related to the Internet, and one of these techniques is internet applications as they offer many features and advantages in multiple areas, whether commercial, industrial, health, and educational. UNESCO (2003) highlighted that, through systematic analysis of many experiences in the field of technology, the use of Internet applications in the educational process provides variety of opportunities to make comparisons and generalizations that can be identified and defined; this brings internet applications into classrooms.

Research indicates that technology usage and its applications may change the way teachers teach, and is especially useful in supporting student-centered approaches. Moreover, it effectively sustains developing skills and promoting collaborative activities among learners (Haddad, 2003). Mumtaz (2000), in her meta-study of teachers' use of technology, claimed that teachers are in need of being convinced that the use of technology will increase students' interest and motivation.

Furthermore, it has been increasingly argued that Internet applications that support the educational process in many ways and offer modern strategies used in various fields of learning especially in teaching English. Recent studies suggest that the Internet applications can be effective

tools and resources for designing classroom activities such as grammatical rules, language skills, and especially in teaching reading comprehension. Thus, using the Internet applications allows teachers and students to gain access to a variety of reading texts that help improving the students' reading comprehension skills. In addition, the Internet applications make such resources easily available for anyone who has access to the Internet (Songül, 2010).

Internet applications are endless, and have served numerous areas of language teaching through enhancing the quality of teaching and securing a huge variety of resources. Some of the applications that help in teaching and learning English as a foreign/second language include "Dave's ESL Cafe" and "ESL Galaxy". These two applications help students to access the global learning environment in which teachers and ESL\EFL students can meet together. These environments provide instant access to a large number of activities including collective discussions, worksheets, quizzes, and many other activities.

Statement of the problem

The researchers' experience of working as foreign language teachers has shown them that there are few Internet applications for teaching reading comprehension skills. This might be due to the frequent use of traditional methods of teaching English by language teachers. Therefore, the researchers' conducted this study to investigate the frequency of using some internet applications in teaching reading comprehension skills by the intermediate level English language teachers in the city of Tabuk.

The gap

Despite the evidence of existing research, there are gaps in the knowledge of both teachers and students regarding how to use the Internet applications and the effect of using them to teach reading comprehension skills. The researchers have a long experience in teaching English as a foreign language and they assume that Internet applications are necessary in teaching reading comprehension. This research attempts to prove whether students' reading comprehension skills are affected by the frequency of the use of internet applications by the EFL teachers.

The significance of the study

This research concentrates on the teaching of reading comprehension skills. This research helps EFL teachers to use modern (internet applications) in their teaching process. The researchers assume that this study may add new findings to the area of modern teaching methodologies that adopts using internet and educational technology in teaching reading.

The Purpose of the Study

The researchers try to explore the frequency of English language teachers using some internet applications in teaching reading comprehension skills in the city of Tabuk. In addition, this study investigates the effect of using internet applications on students' motivation. Therefore, this study aims to answer the following research questions.

Research questions

1. How frequently do teachers of English as foreign language use some internet applications in teaching reading comprehension skills?
1. Are EFL teachers willing to use some internet applications like (Dave's ESL Cafe, ESL Galaxy) in teaching reading comprehension skills?
2. Do EFL teachers prefer to teach reading comprehension skills using traditional methods or are they willing to use some internet applications?
3. Does the use of internet application has an effect on students' motivation?

Literature Review

Internet Applications and Education:

Education has undergone significant changes with the advance of information and communication technology (ICT) in the last decade. Teachers could now use ICT to administer various educational activities that engage students in meaningful learning contexts. Additionally, motivation of students could be stimulated by integrating ICT into learning processes (Law, Lee, & Yu, 2010).

The Internet introduced several web applications that are free of charge such as Dave's ESL Café and ESL Galaxy. These web applications provided more user-friendly interfaces and powerful functions. In addition, they were well received by both teachers' and students for the needs of their daily lives. Much literature that reviewed these features indicated that well-known web applications could be potentially utilized in novel methods in engaging users in meaningful teaching and learning activities in general and reading comprehension in particular (Alexander, 2006; Hughes, 2009; Schneckenberg, Ehlers, & Adelsberger, 2011; Thompson, 2007; Wang, Woo, Quek, Yang, Liu, 2012) . Furthermore, teachers and students would already have the necessary technical skills required to use these applications, and would therefore be more motivated to use them in educational contexts (Dohn, 2009). They would only need to consider the means of applying these applications to support their reading comprehension (Pretlow & Jayroe, 2010).

Teaching Reading Comprehension and Internet Applications:

Researchers' experience in teaching EFL in Saudi Arabia showed that, almost all Saudi-intermediate-schools' students do not have the required reading sub-skills. In addition, some piloting work, conducted prior to this study, connected the lack of comprehension skills in learning English to the fact that students were not trained on various skills in their first language (Zohairy, 2014). Internet applications are distinguished from other computer techniques, as they have become highly valued by teachers, and can deal with students individually at any time and with less effort (Becker, 1999). Consistent with that, Boer (2001) and Fetherston (1999) found that Internet applications play an important role in stimulating students and making them more effective and active in the educational process. Furthermore, it was highlighted that using Internet applications does not diminish the role of the learner in the classroom.

Relevant Studies

In light of the spread of the Internet usage in education and the diversity of applications to assist learning, this section provides an overview of published studies about the Internet use generally and its applications relevant to the variables of the study. Numerous recent studies have examined this link and found positive effects of Internet use in learning. This section presents a discussion of literature that clarifies the frequency of use of the Internet applications in teaching reading comprehension skills.

A study done by Sudsuang Yutdhana (2004) investigated EFL teachers' use of Internet applications for their teaching and their opinions. The study showed multiple results which include:

- 1) Many EFL teachers use the Internet applications in teaching and in the preparation of the lessons;
- 2) most EFL teachers who use Internet applications have a positive opinions about integrating them in teaching;
- 3) the teachers revealed many fears about using Internet application in their teaching including professional, infrastructure, and administrative concerns;
- 4) The teachers declared they needed training courses in using Internet applications for EFL teaching.

The study revealed that teachers use the Internet applications not only in teaching but also in preparing for their lessons, many of teachers had a positive attitude toward integrating Internet applications in teaching, and some teachers declared that they needed training courses in using these applications. Therefore, the preparation of training courses for teachers can contribute to increase the use of Internet applications, which will have a positive return on both teachers and students.

Another similar study conducted by Lin and Jou (2013) about integrating popular Internet applications in the classroom-learning environment and its effects on student learning motivation and performance. The study aimed to show whether the role of using information and communication technology (ICT) in the learning processes enhanced the teaching and learning performances of teachers and students. The results of the study showed that using Internet applications has a positive effect on students learning motivation and students participation in the classroom and supporting learning environments during and after class. The Internet applications also helped the teachers in controlling and conducting learning activities during and after class. This study proved the importance of integrating Internet applications in the classroom and the significant impact they had on the learning motivation and performance of students and supported a positive learning environment. It also showed the Internet's usefulness for teachers in enhancing teaching and classroom implementation of activities and monitoring during and after the end of the school day.

Another study by Bosch (2009) investigated the use of the Facebook application on teaching and learning at a South African university. The researcher used virtual ethnography and qualitative content analysis. The sample of the study involved Facebook application profiles of 200 students as well as semi-structured interviews with a sample of 50 undergraduate students and 5 lecturers in the university. The findings of study showed that Facebook application is widely used and has a positive effect on teaching and learning among participants in practicing social connectivity. This study explained the importance of teachers using modern Internet applications with the students in the teaching and learning process

A similar study by Lin & Jou (2012) that used a popular Internet application suggested that the application supported teaching and learning activities and enabled the teachers and learners in blending their daily use of Internet applications with other classroom activities. The study revealed that teachers and learners could control teaching and learning activities efficiently and effectively using these applications. Moreover, the proposed application can facilitate the learning motivation of participating students and enhance interaction among them. This study described the relationship between the use of Internet applications in supporting the learning environment for the benefit of teachers through their control of the students' activities and raising the motivation to participate and interact. In addition, the students benefited from the use of these applications to increase their motivation to learn continuously in a convenient way.

Cao, Ajjan, and Hong's (2013) study focused on the educational outcomes in enhancing social media use and examined a research model of antecedents and consequences for social media use. It analyzed the

quantitative responses of 168 faculty members using social media in their teaching. The result of the study indicated that social media use had a positive effect on students learning achievement and student satisfaction. This study was chosen as an evidence to raise the learning outcomes via the use of technology and the exploitation of Internet applications as an effective tool in raising student achievement.

A similar study by Lyman-Hager and Davis (1996) asserted that multimedia applications might create efficient readers with greater background knowledge about texts, and provide them with effective reading strategies. It confirmed the benefits of using applications as an effective strategy in teaching and learning of reading comprehension for both students and teachers.

Other studies confirmed that, (Chapelle 1998, Wallace 2004, and Koeber 2005), several strategies contributed to facilitating the educational process, but the first of these strategies was using the Internet and its features. All of the researchers' agreed that using the Internet helped students in learning languages, provided students with clear, detailed information, and helped in the development of the students' language skills and their performance. This study proved that the use of the Internet is an effective strategy for improving and developing language skills and showed positive results among students.

Recently the discussions has changed from a focus on using computers in the classroom to a focus on e-learning. Kramarski & Feldman (2000) aimed to examine the role of an Internet environment embedded within metacognitive instructions on the students' reading comprehension skills, motivation, and metacognitive awareness. The sample were 52 students studying in two eighth-grade classes randomly selected from one junior high school and assigned to one of two conditions: (1) an Internet group – exposed to metacognitive instruction in an Internet classroom; and (2) a control group – exposed to metacognitive instruction in a regular class. The results of the study indicated that despite the huge contribution of the Internet environment on the motivation of the students towards the study of English as a foreign language, the Internet environment did not result in the improvement of achievement in the area of English reading comprehension and metacognitive awareness. This study, using control and experimental groups, illustrated that the Internet has a positive influence in motivating learners in learning foreign languages and it showed the high value of the Internet in the educational process.

Sugar, Crawley and Fine (2005) examined teacher attitudes towards the use of technology, computers and the Internet in teaching. The study sample consisted of six science teachers in four schools in the United States. A questionnaire was used in this research, as well as interviews. The study

results showed the presence of positive attitudes of teachers towards the use of technology in teaching. This study proved a positive trend among EFL teachers in the use of technology teaching.

Methodology

For the purpose of this study, the researchers designed a questionnaire to examine the frequency of using some internet applications in teaching reading comprehension by English language teachers in the city of Tabuk. The questionnaire consist of 25 items each item related to the use of some internet applications by EFL teachers. Few of the items were adopted from the study of a master Thesis written by Sudsuang Yutdhana (2004). The researchers gave the final version of the questionnaire to a jury of five experienced EFL researchers in order to examine the questionnaire's validity. This questionnaire is supposed to be answered by EFL teachers (see appendix 1). Teachers' questionnaire is divided into two sections; the first section includes the participant's personal information that shows qualifications and years of experience of every teacher. Furthermore, the second section of the questionnaire includes 25 statements; the participants agree or disagree with the statements according to a continuum of five answers (Mostly Agree (MA), Agree (A), Moderate(M), Disagree (D) and Mostly Disagree (MD)). The 25 items examines the frequency and effectiveness of using internet by teachers. In addition, they tackle the suitability of online activities to teachers' needs in relation to reading comprehension. The second section of the questionnaire seeks quantitative information that will decide on the frequency of using Internet applications.

In order to validate the data collection tool (teachers' questionnaire), SPSS reliability analysis was used to examine the questionnaire reliability. The results of reliability analysis showed that the questionnaire is reliable. According to research findings, Alpha coefficients scores ranging between 0.634 to 0.80 are accepted (Nunnally,(1967); Ramayah, (2010)). However, a score deemed lower than 0.50 is not acceptable (Ramayah, 2010). The questionnaire utilized scored 0.928 on Cronbach's Alpha scale that is considered a very high score (excellent) (see table 1).

Table 1. Reliability Statistics:

Cronbach's Alpha	No. of Items
.928	25

Participants

The pool of participants for this study consists of 32 teachers. The sample of the study was limited to male EFL teachers in intermediate schools in the city of Tabuk during the second semester of the academic year 1435/1436 AH, 2014 / 2015 AD. Almost all intermediate schools in Tabuk

are well equipped and has internet access that is available for all teachers. All teachers are university graduates, and a few of them has higher studies. Saudis in general and teachers in particular are familiar with internet if not expert users of it. Both, Saudi students and teachers, have internet in their smart phone, at home and sometimes in their cars. Almost all the subjects of this study are users of internet to the extent that internet is essential to their lives. However, the way and purpose of using internet varies from one participant to another. In addition, the frequency of using internet applications in teaching varies from one teacher to another.

Objectives of this Study

This study aims to examine the relationship between using some Internet applications and the successful teaching and learning of reading comprehension skills. However, the main aim of this study is to investigate the frequency of using internet applications by teachers for enhancing Saudi students' reading comprehension.

Date Analysis

To answer the research questions of this study the researchers analyzed the teachers' responses to the questionnaire items. In order to analyze scores and responses in terms of means and frequency, a Statistical Package for Social Sciences (SPSS) was used. SPSS was used as it gives accurate results and allows researchers to reach trusted research conclusions.

Results and Analysis of Teachers' Questionnaire

Table 2. Participants' responses to items 1, 2, 3, and 4 that reflect the range of using internet application in teaching reading comprehension to Saudi students:

Item	Statements	MA	A	M	D	MD
1	I use the internet applications for my students.	18.8%	31.3%	34.4%	9.4%	6.3%
2	I always use the internet applications in teaching reading comprehension skills.	6.3%	34.4%	28.1%	21.9%	9.4%
3	I usually use the internet applications in teaching reading comprehension skills.	9.4%	37.5%	28.1%	15.6%	25.0%
4	I sometimes use the internet applications in teaching reading comprehension skills.	3.1%	34.4%	40.6%	12.5%	9.4%

Items, in table 2, tend to reflect the frequency of teachers' use of internet applications in teaching reading comprehension to Saudi students. 50.1% of the participants confirm that they use internet applications for the

benefit of their students. In addition, the percentage of teachers, using internet application in teaching reading, is increasing in teachers' responses to items 2, 3 and 4. Moreover, items in table 2 show that very few teachers (15.7 %) do not use internet applications in teaching reading comprehension.

Table 3. Participants' responses to items 10, 11, 12, 14, 15, 16, 18, 19, 20, 22, and 25 that reflect the effectiveness of using internet applications in teaching reading to Saudi students:

Item	Statements	MA	A	M	D	MD
10	Using internet applications in teaching reading comprehension skills is better than using traditional methods to teach these skills.	40.6%	21.9%	12.5%	25.0%	0%
11	Using internet applications supports my teaching methodology.	37.5%	37.5%	18.8%	3.1%	3.1%
12	Internet applications have many exercises for teaching reading comprehension skills.	28.1%	46.9%	21.9%	0%	3.1%
14	Reading texts using the internet helps students to learn new vocabulary.	43.8%	34.4%	9.4%	6.3%	3.1%
15	There is a correlation between the topics offered by the internet applications and the school curriculum.	6.3%	43.8%	31.3%	15.6%	3.1%
16	Using internet applications gives me the chance to communicate with my students better.	37.5%	34.4%	18.8%	3.1%	6.3%
18	The best way to teach reading comprehension is by using internet applications.	12.5%	21.9%	40.6%	18.8%	6.3%
19	Using internet applications helps students to retain more vocabulary.	28.1%	40.6%	28.1%	0%	3.1%
20	The students learning outcomes in reading comprehension are better after using internet applications.	12.5%	62.5%	15.6%	6.3%	3.1%
22	Using internet applications is an appropriate activity for most students.	15.6%	50.0%	28.1%	6.3%	0%
25	I use Internet applications in my classroom to enhance the teaching of important reading comprehension skills.	12.5%	40.6%	34.4%	9.4%	3.1%

The effectiveness of using internet applications in teaching reading comprehension is illustrated in table 3. Teachers' responses to items 10, 11 and 25 highlight the fact that more than 70% of teachers agree and mostly agree that using internet applications in teaching reading comprehension has a positive effect on their teaching methodology. In addition, teachers responses to the other items reflect that many teachers (63% to 77%) agrees that internet applications secure a vital source of vocabulary, activities and reading comprehension practice that enhances students' performance.

Table 4. Participants' responses to items 5, 6, 7, 8, 21 that reflect teachers' attitude towards the use of internet applications in teaching reading comprehension.

Item	Statements	MA	A	M	D	MD
5	I search new internet applications for teaching reading comprehension skills.	12.5%	43.8%	25.0%	15.6%	3.1%
6	I ask my students to use internet applications (like Dave's ESL Cafe, ESL Galaxy) at home.	21.9%	25.0%	18.8%	18.8%	15.6%
7	I use internet applications (like Dave's ESL Cafe, ESL Galaxy) as supplemental materials in teaching reading comprehension skills.	3.1%	43.8%	34.4%	12.5%	6.3%
8	I ask my students to do extra exercises on internet applications (like Dave's ESL Cafe, ESL Galaxy).	3.1%	21.9%	34.4%	31.3%	9.4%
21	I would like to learn as much as possible about how to use new computers and internet applications to improve instruction in my classroom.	34.4%	50.0%	6.3%	6.3%	3.1%

Table (4) includes five items that examine teachers' attitude towards using internet applications in teaching reading comprehension to Saudi students of intermediate schools. While almost 50% of participants use internet and encourage their students to benefit from internet applications as a supplementary reading material, almost all teachers (84.4%) are interested in professional development sessions that are supposed to increase their ability of using internet and computer in order to improve their teaching instructions.

Table 5. Participants' responses to items 9, 13, 17, 23, 24 that reflect the effect of using internet applications in teaching reading on Saudi students' motivation.

Item	Statements	MA	A	M	D	MD
9	I use internet applications to motivate my students.	18.8%	31.3%	34.4%	9.4%	6.3%
13	Internet applications offer a variety of ways to motivate students to study and practice reading comprehension skills.	31.3%	50.0%	12.5%	3.1%	3.1%
17	My students' participation in the classroom increases after using internet applications.	21.9%	37.5%	25.0%	6.3%	9.4%
23	I use Internet applications in my classroom to provide alternative learning approaches for students who are having difficulty learning.	18.8%	40.6%	21.9%	9.4%	9.4%
24	I use Internet applications in classrooms to promote the students' analytical, creative, and other "higher order" thinking skills.	15.6%	40.6%	31.3%	9.4%	3.1%

Items, included in table 5, investigate the effect of using internet applications on students' motivation that has a positive effect on students' participation and thinking skills. While very few teachers disagree that internet applications motivate students, more than 50% agree that internet applications positively affect students' motivation and participation in a language lesson.

Discussion and Interpretation of Results

This study aims to investigate the frequency of using internet applications among English language teachers of Intermediate schools in Saudi Arabia. In addition, the study examines the effectiveness of using internet applications in teaching reading comprehension, and its effect on students' motivation. Therefore, the subjects of this study, English language teachers, completed a questionnaire that includes 25 items in order to reflect on their use, and attitude towards the use of internet applications. Consequently, the results of the questionnaire were divided in four main constructs. The first construct, table 2, examines the frequency of using internet application in teaching reading comprehension. The second construct, table 3, investigates how effective the use of internet applications is. The third construct, table 4, reflects the attitude of English language teachers towards using internet applications as a resource of activities for

teaching reading comprehension. The fourth construct, table 5, shows the effect of using internet applications on students' motivation.

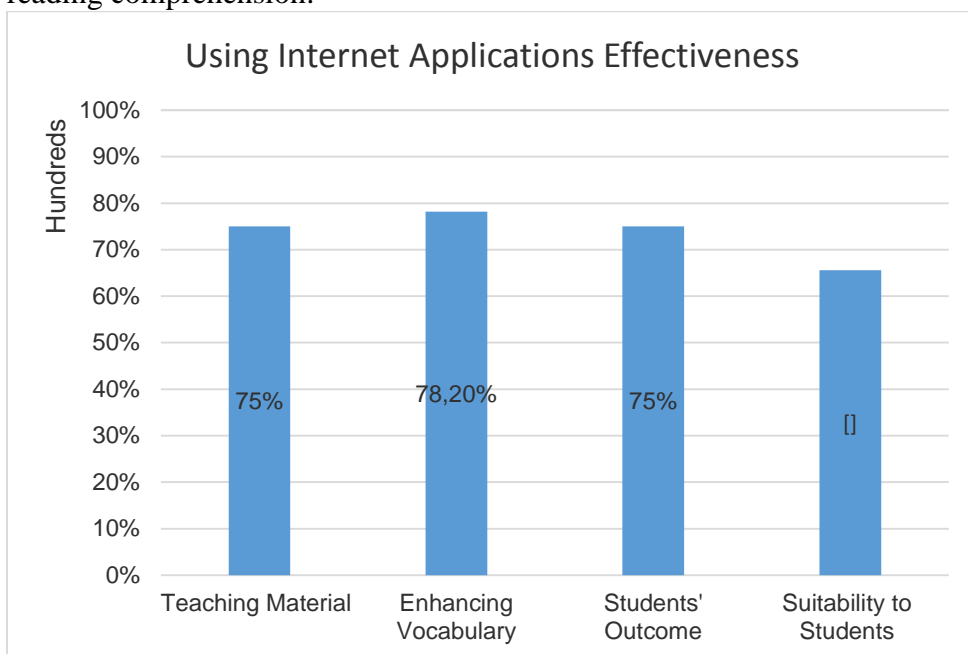
In order to answer the questions of this study, the results of this study were analyzed using SPSS. Therefore, analyses of teachers' questionnaire results informed the findings of this study and answered research questions.

Answering the first question; how frequently do teachers of English as foreign language use some internet applications in teaching reading comprehension skills? (See table 2), responses of participants to the first construct were analyzed. The highest percentage of responses (50.1%) shows that teachers, in general, use internet applications for students. It is also obvious that, very few teachers (15.7%) do not use internet applications for students. This reflects the high frequency of using internet application in general for English classes at intermediate schools. In addition, the percentage of teachers who do not use the internet applications is 31.3%, while majority of teachers 68.7% are either positive or neutral about using internet in teaching reading comprehension repeatedly (always). This concurs with both studies conducted by Bosch (2009), and Sudsuang Yutdhana (2004). Therefore, the results of this construct highlight the high frequency of using various internet applications among English language teachers.

Table 4 includes the results of the third construct items. Analyzing these results answers the second research question (Are EFL teachers willing to use some internet applications like (Dave's ESL Cafe, ESL Galaxy) in teaching reading comprehension skills?). The results, presented in table 4, show that teachers (56.3%) search internet applications such as Dave's ESL café and ESL Galaxy for reading comprehension activities and use them as supplementary material for their reading lessons. This is considered as a high percentage compared to the low percentage of teachers who do not use these internet applications that is less than 20% in all responses. Moreover, it is worth mentioning that almost all teachers (84.4%) are interested in learning more about using Internet applications in teaching comprehension. Consequently, participants' responses to this set of items (table 4) reflects the positive attitude of participants towards using internet applications in teaching comprehension. This confirms the hypothesis that teacher are using and willing to learn about the use of internet applications in teaching reading comprehension skills.

Answering the third research question required analyzing the content of table 3, the third construct that tackles the effectiveness of using internet applications in teaching reading comprehension. The third reading question (will EFL teachers prefer to teach reading comprehension skills using traditional methods or are they willing to use some internet applications?) has been answered positively by participants, according to table 3 almost all

teachers (75%) agrees that using internet applications supports teachers' teaching methodology. In addition, 62.1% find using internet application better than traditional reading teaching methodology. In addition, responses to table3 items reflect participants' agreement to other advantages of using internet application in teaching reading comprehension concerning pedagogy and teaching methodology. These advantages include teaching materials (75%), enhancing students' lexicon (78.2%), enhancing students' outcome in reading comprehension (75%), and convenience of internet application to Saudi students (65.6%). As a result, 53.1 % of participants agreed that they are using internet applications in classrooms to enhance learners' reading skills. The following diagram summaries the benefits of using internet applications in teaching reading comprehension according to Saudi teachers. Diagram1, the positive effect of using internet applications in teaching reading comprehension:



Meanwhile, the fourth research question is essential to consider; does the use of internet application has an effect on students' motivation? Since students' motivation is a key element in every learning process, table 5 reflects the effect of using various internet applications on students' motivation while acquiring reading comprehension skills. Participants' responses to the five items in table 5 highlight the fact that using internet application has a positive effect on students' motivation. The majority of teachers (81.3%) agrees that internet applications secures numerous ways to motivate students' participation in reading comprehension. It is clear that

internet applications used by teachers support slow learners, as 59.2% of teachers agree that using internet applications not only enhanced students with learning difficulties, but also promoted analytical, creative and higher-order thinking skills.

Implications of the Study

The results of this study positively confirm the research questions and confirm the researchers' hypotheses about the use of internet applications and their positive effect on students' learning and motivation. Consequently, this study generates important pedagogical and managerial implications. First, using various internet application in teaching reading comprehension is efficient and matches modern teaching techniques. In addition, teachers agreed that learners are motivated to use internet in teaching, as it has become a main component of their daily lives. In addition, this study highlighted the importance of teacher training concerning the effectiveness of using internet applications in teaching reading comprehension to Saudi students of Intermediate schools.

Limitations of the Study

This study investigated one specific category of language teachers. Therefore, the population of the study being limited to the intermediate schools in Tabuk area. As a result, the findings cannot be generalized for all Saudi teachers or schools. Another limitation, and which relates to a specific Saudi cultural dynamic, made it impossible to use female teachers in this study. In other words, the sample of the study was limited to male EFL teachers in intermediate schools in the city of Tabuk during the second semester of the academic year 2014/2015.

Conclusion

Internet has become a very crucial element in every individual's life; people go shopping, book trips, and sometimes get married online. Thus, making the best use of internet applications in teaching and learning is one of the very important areas to examine. This study sets out a justification to use internet applications in teaching reading comprehension, enhancing students' performance and motivation. Teachers' views and observations have informed this study and its analysis. According to the findings shown in previous parts of this study, it is clear that the frequency of using internet applications in teaching reading comprehension is relatively high among the teachers of Saudi-intermediate schools. Therefore, the researchers recommend doing further research in the area of creating a systemized approach to use internet applications in designing and delivering various reading activities. In addition, teachers have highlighted those internet

applications such as Dave's ESL Café provides a good resource of reading material that can enhance students' benefit during a reading lesson. Finally, almost all teachers raised the issue of the real need of professional development sessions on how to use these numerous internet applications. Consequently, it is recommended that, teachers get more training on using internet applications in teaching reading comprehension, and schools are expected to provide required equipment.

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